**HAZARD MIDDLE SCHOOL**

**Language Arts Curriculum**

**5th Grade**

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| **Unit 1: Meeting Challenges**  **Essential Questions:**  *What types of challenges do people face and how do they meet them?* | | | | | | | | | | |
| **Time** | | | | **Kentucky Academic Standards** | | | **Learning Targets** | **Suggested**  **Resources/Materials** | | **Formative/Summative**  **Assessments** |
| 2 Days | | | |  | | | I can follow HMS rules and classroom procedures.  I can complete a reading interest survey.  I can answer vocabulary and reading comprehension questions.  I can follow technology procedures and rules that apply to using computer based programs in Mrs. B. Hall’s classes. | HMS policy and procedures handouts  Classroom handouts  Reading interest survey  Baseline Diagnostic Reading Test | | Multiple choice  Graphic organizer Benchmark assessment  STAR Test |
| Week 1  *How do we meet the challenges of learning?*  **Skills & Strategies**  Comprehension  *Character & plot*  *Prior knowledge*  *Close reading*  Fluency  *Model tone of voice*  Spelling  *Short Vowel VCV, VCCV*  Writing  *Voice*  *Character sketch*  Grammar  *Four kinds of sentences*  Lesson Vocabulary  *Suffixes*  *Word structure* | | | | RL.5. 2  RL.5. 1  L. 5.2 a  L.5. 4. b  RF.5. 4 b  C.5.3.b  L.5. 4 a  L. 5. 3. a.  L. 5. 2e. | | | I can use specific details to determine the theme of a text.  I can summarize the text.  I can use direct evidence from a text to explain and draw inferences.  I can use strategies to determine the meaning of unfamiliar words and phrases.  I can use affixes and roots to understand unfamiliar words.  I can read aloud with accuracy, fluency, and expression.  I can participate collaboratively in a variety of discussions.  I can establish a situation, introduce characters and a narrator, and organize events in a story.  I can create sentences to convey various meanings.  I can use academic and subject-specific vocabulary.  I can use words and phrases that show logical relationships.  I can use reference materials when I need help spelling a word. | Reading Street: *Red Kayak*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  Critical Thinking Questions  Weekly Selection Test  Quizzes  Exit Slips |
| Week 2  *How can nature challenge us?*  **Skills & Strategies**  Comprehension  *Cause & effect*  *Monitor and Fix-up*  *Close reading*  Fluency  *Model Tone of voice*  Spelling  *Long vowel VCV*  Writing  *Word choice*  *Tall tale*  Grammar  *Subjects & predicates*  Lesson Vocabulary  *Homonyms*  *Context clues* | | | | RL.5. 1  RL.5. 2  L.5. 4.  RF.5.4 b  C.5.3 a  C.5.3 b  C.5.3 c  C.5.3 d  C.5.3 e  C.5.3 f  C. 5.3 g  L.5. 1  L.5. 5c.  L.5. 2e.. | | | I can use direct evidence from a text to explain and draw inferences.  I can use specific details to determine the theme of a text.  I can summarize the text.  I can read aloud with accuracy, fluency, and expression.  I can use strategies to determine the meaning of unfamiliar words and phrases.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can establish a situation, introduce characters and a narrator, and organize events in a story.  I can use grammar correctly in my writing and speaking.  I can use the relationship between words to better understand each of the words.  I can spell 5th grade level words correctly.  . | Reading Street: *Thunder Rose*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  Critical Thinking Questions  Weekly Selection Test  Quizzes  Exit Slips |
| **Week 3**  *How do people survive in the wilderness?*  **Skills & Strategies**  Comprehension  *Theme & setting*  *Visualize*  *Point of View*  *Close reading*  Fluency  *Model pitch*  Spelling  *Long vowel digraphs*  Writing  *Organization/paragraphs*  *Friendly or Thank You letter*  Grammar  *Independent and dependent clauses*  Lesson Vocabulary  *Unfamiliar words*  *Dictionary/glossary* | | | | RL.5. 2    RL 5. 6  RL 5.9  RF.5.4 b  C.5.3 a  C.5.3 b  C.5.3 c  C.5.3 d  C.5.3 e  C.5.3 f  C. 5.3 g  L. 5.1  L.5. 2  L. 5.4 | | | I can use specific details to determine the theme of a text.  I can summarize the text.  I can use strategies to determine the meaning of unfamiliar words and phrases.  I can describe how the point of view affects a story.  I can use reference materials to learn about unfamiliar words and phrases.  I can read aloud with accuracy, fluency, and expression.  I can prepare for discussions and use the information to explore and discuss a topic.  I can organize my writing and use text features to help readers better understand a topic. | Reading Street: *Island of the Blue Dolphin*    Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  Critical Thinking Questions  Weekly Selection Test  Quizzes  Exit Slips  Rubric |
| Week 4  *How do we face personal challenges?*  **Skills & Strategies**  Comprehension  *Sequence*  *Ask questions*  *Close reading*  Fluency  *Model phrasing*  Spelling  *adding –ed, -ing*  Writing  *Word choice*  *Feature article*  Grammar  *Compound and complex sentences*  Lesson Vocabulary  *Antonyms*  *Context clues* | | | | RI.5. 5  RI.5. 1.  RF.5. 4. a  C. 5.2.a  C.5.2.b  C.5.2.c  C.5.2.d  C.5.2.e  C.5.2.f  C.5.2.g  C.5.2.h | | | I can compare and contrast the organizational structures in different texts.  I can use direct evidence from a text to explain and draw inferences.  I can comprehend while reading with accuracy and fluency.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use specific information such as facts, definitions, and details to support a topic. | Reading Street: *Satchel Paige*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  Critical Thinking Questions  Weekly Selections Test  Quizzes  Exit Slips  Rubric |
| **Week 5**  *What challenges to immigrants face?*  **Skills & Strategies**  Comprehension  *Cause & effect*  *Summarize*  *Close reading*  Fluency  *Model pauses*  Spelling  *Contractions*  Writing  *Word choice*  *Narrative writing*  Grammar  *Common & proper nouns*  Lesson Vocabulary  *Multiple-meaning words*  *Context clues* | | | | RI.5. 3  RI 5.4  RI 5.5  RI 5.6  L. 5. 4 a  RF.5. 4b.  C.5.3 a  C.5.3 b  C.5.3 c  C.5.3 d  C.5.3 e  C.5.3 f  C. 5.3 g | | | I can explain how people, events, ideas, or concepts are connected in a historical, scientific, or technical text.  I can analyze multiple accounts of the same event or topic.  I can summarize information presented in a variety of ways.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can ask and answer questions and make comments that support discussion.  I can write a narrative text.  I can use transitional words, phrases, and clauses to help the events of a story flow. | *Reading Street: Ten Mile Day*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed Response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 6**  *How do we approach writing?*  *How does each step in the writing process impact your writing?*  **Skills & Strategies**  **On Demand Writing**  ***Personal Narrative*** | | | | C.5.3 a  C.5.3 b  C.5.3 c  C.5.3 d  C.5.3 e  C.5.3 f  C. 5.3 g  C 5. 4 | | | I can establish a situation, introduce characters and a narrator, and organize events in a story.  I can use narrative techniques to enhance the events and the characters in a story.  I can use transitional words, phrases, and clauses to help the events in a story flow.  I can use descriptive words and details to help readers better understand a story.  I can write a conclusion that completes a story.  I can consider the purpose and audience when writing.  I can plan, revise, and edit my writing | Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Benchmark Assessment Unit 1  Multiple choice  Graphic organizers  Questioning  Constructed Response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Unit 2: Doing the Right Thing**  **Essential Question:**  ***What makes people want to do the right thing?*** | | | | | | | | | | |
| **Time** | | | **Kentucky Academic Standards** | | **Learning Target** | | | **Suggested**  **Resources/Materials** | | **Formative/Summative**  **Assessments** |
| **Week 7**  *Why is honesty important?*  **Skills & Strategies**  Comprehension  *Compare & contrast*  *Answer questions*  *Close reading*  Fluency  *Model*  *characterization/dialogue*  Spelling  *Digraphs th, sh, ch, ph*  Writing  *Focus/ideas*  *Summary*  Grammar  *Regular and irregular plural nouns*  Lesson Vocabulary  *Prefixes*  *Word structure* | | | RL5.3  RL 5.9  L.5. 5. a  C. 5.6  L.5. 4.c  L.5.4.d | | I can use specific details from a text to compare and contrast characters, settings, or events.  I can summarize a text.  I can ask and answer questions and make comments that support discussion.  I can understand figurative language, word relationships and nuances in word meanings.  I can use narrative techniques to enhance the events and the characters in a story.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use words and phrases that show logical relationships  I can gather and summarize information and provide sources. | | | Reading Street: *At the Beach*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed Response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 8**  *What are the risks in helping others?*  Comprehension  *Close reading*  *Inferring*  *Sequence*  Fluency  *Accuracy*  Spelling  *Irregular plurals*  Writing  *Informal Letter*  *Voice*  Grammar  *Possessive nouns*  Lesson Vocabulary  *Unfamiliar words*  *Dictionary/glossary* | | | RL.5. 3  RL 5.2  RL.5.1  R.L 5.9  L. 5.4.a  C.5.3 a.  C.5.3 b  C.5.3.c  C.5.3 d  C.5.3. e  C.5.3.f  C.5.3.g  C.5.4 | | **I can compare and contrast characters, setting and events in a story.** | | | Reading Street: *Hold the Flag High*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed Response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 9**  *What are the rewards in helping others?*  **Skills & Strategies**  Comprehension  *Compare and contrast*  *Predict*  *Close reading*  *Text structure*  Fluency  *Expression*  Spelling  *Vowel sounds with r*  Writing  *Organization/paragraphs*  *News story*  Grammar  *Action and linking verbs*  Lesson Vocabulary  *Greek and Latin roots*  *Word structure* | | | RL.5.3  RL.5. 5  L.5.4 b  RF.5.4  C. 5.2.a  C.5.2.b  C.5.2.c  C.5.2.d  C.5.2.e  C.5.2.f  C.5.2.g  C.5.2.h  C 5.4 | | I can use specific details from a text to compare and contrast characters, settings, or events.  I can explain the importance of chapters, scenes, and stanzas in a text.  I can use affixes and roots to understand unfamiliar words.  I can read aloud with accuracy, fluency, and expression.  I can use evidence from various texts to support my ideas and research.  I can identify the text structure used by an author in a piece of writing. | | | **Reading Street:**  *TheCh’i-lin Purse*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed Response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 10**  *Why do people make sacrifices for others?*  **Skills & Strategies**  Comprehension  *Author’s purpose*  *Monitor and Clarify*  *Close reading*  Fluency  *Model phrasing*  Spelling  *final syllables –en, -an, -el, -le, -il,*  Writing  *Word choice*  *Rules*  *On Demand Writing*  Grammar  *Main and helping verbs*  Lesson Vocabulary  *Unfamiliar words*  *Context clues* | | | RL. 5. 1    L. 5. 4  RF.5.4  C.5.3 a  C.5.3.b  C.5.3.c  C.5.3.d  C.5.3.e  C.5.3.f  C.5.3.g    C. 5.4 | | I can use direct evidence from a text to explain and draw inferences.  I can ask and answer questions and make comments that support discussions.  I can use context clues to understand an unfamiliar word or phrase.  I can read with purpose and understanding.  I can write using reasons and information to support an opinion.  I can write an informational text.  I can research different aspects of a topic using several sources.  I can identify the text structure used by an author in a piece of writing. | | | **Reading Street:**  *A Summer’s Trade*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 11**  ***How can people promote freedom?***  **Skills & Strategies**  Comprehension  *Author’s Purpose*  *Background Knowledge*  *Close reading*  Fluency  *Model tone of voice*  Spelling  *Final syllables er, ar, or*    Writing  *Organization/paragraphs*  *Interview*  Grammar  *Subject-verb agreement*  *Figurative Language*  Lesson Vocabulary  *Endings*  *Word structure* | | | RI. 5. 5.  RI 5.6  L.5. 4 b  L. 5.5 a  L. 5.5 b  RF.5.4 b  C.5.3.a | | I can compare and contrast the organizational structures in different texts.  I can analyze multiple accounts of the same event or topic.  I can use affixes and roots to understand unfamiliar words.  I can read aloud with accuracy, fluency, and expression.  I can use narrative techniques to enhance the events and the characters in a story. | | | Reading Street: *The Midnight Ride of Paul Revere*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink | | Multiple choice  Graphic organizers  Questioning  Constructed response  On Demand Writing  Quizzes  Weekly Selection Tests  Exit Slips  Rubric |
| **Week 12**  **How do we evaluate writing?**  **Skills & Strategies**  **On Demand Writing**  **Opinion Writing** | | | C.5.1 a  C.5.1 b  C.5.1 c  C.5.1 d  C.5.1 e  C.5.1 f | | I can write suing reasons and information to support an opinion.  I can organize my writing with a logical progression that supports an opinion.  I can use organized facts and details to support reasons.  I can use words, phrases, and clauses to connect an opinion and reasons.  I can write a conclusion related to an opinion.  I can write over different time frames for various purposes and audiences. | | | Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five paragraph essay | | Benchmark Assessment Unit 2  Multiple Choice  Graphic organizers  Observation  Peer Conferencing  Student/teacher conferencing  Opinion Writing  Weekly Selection Test  Quizzes  Rubric |
| **Unit 3: Inventors and Artists**  ***Essential Questions: What do people gain from inventors and artists?*** | | | | | | | | | | |
| **Time** | **Kentucky Academic Standards** | | | | **Learning Targets** | | | **Suggested**  **Resources/Materials** | | **Formative/Summative**  **Assessments** |
| **Week 13**  *How do inventors inspire our imaginations?*  **Skills & Strategies**  Comprehension  *Sequence*  *Summarizing*  *Close reading*  Fluency  *Expression*  Spelling  *Schwa*  Writing  *Conventions*  *Word Choice*  Grammar  *Powerful verbs*  *Past, present, and future tenses*  Lesson Vocabulary  *Greek and Latin Roots* | RL.5. 5.  L. 5. 4 a  RF.5. 4b.  C.5.5  C.5.6 | | | | I can explain the importance of chapters, scenes, and stanzas in a text.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use narrative techniques to enhance the events and the characters in a story. | | | Reading Street: *The Fabulous Perpetual Motion Machine*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink:  Paired Reading  *“Becky Schroeder: Enlightened Thinker”*  Independent Reading Suggestions:  *More Than Anything* Else by Marie Bradby  *The Skit Book: Skits from Kids* by Margaret McDonald and Marie-Louise Scul | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 14**  ***How do artists inspire future generations?***  **Skills & Strategies**  Comprehension  *Main idea*  *Summarize*  *Close reading*  Fluency  *Model tempo and rate*  Spelling  *Compound words*  Writing  *Focus/Ideas*  *Question/Answer Essay*  Grammar  *Principal parts of regular verbs*  Lesson Vocabulary  *Greek and Latin Roots* | RI.5. 1  RL.5. 2  L.5.4 b  L.5.1 b  L.5.1 c  L.5 .5 a  RF.5.4 b  C.5.1 b | | | | I can determine the main idea and details of a text.  I can summarize the text.  I can use specific details to determine the theme of a text.  I can summarize the text.  I can use strategies to determine the meaning of unfamiliar words and phrases.  I can understand figurative language, word relationships and nuances in word meanings.  I can read aloud with accuracy, fluency, and expression.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use organized facts and details to support reasons. | | | Reading Street: *Leonardo’s Horse*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Paired Reading: *Humans’ with Wings* | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 15**  *How can paleontologists help us understand the past?*  **Skills & Strategies**  Comprehension  *Fact and Opinion*  *Predict*  *Close reading*  Fluency  *Model Phrasing*  Spelling  *Consonant Sounds /j/, /sk/, and /s/*  Writing  *Organization/paragraphs*  *Feature Story*  Grammar  *Principal parts of irregular verbs*  Lesson Vocabulary  *Homonyms* | RI.5. 1.  L.5.4 a  L.5.5 c  RF.5.4 b  C.5.5  C.5.6 | | | | I can use direct evidence from a text to explain and draw inferences.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use organized facts and details to support reasons. | | | Reading Street: *The Dinosaurs of Waterhouse Hawkins*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five paragraph Essay  Paired Reading: *A Model Scientist*  Independent Reading Suggestions: *Dinosaur Mummies: Beyond Bare-Boned Fossils* by Kelly Milner  *The Kid Who Invented the Popsicle* by Don Wulfsson | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 16**  *How does an artist use music to inspire others?*  **Skills & Strategies**  Comprehension  *Main Idea*  *Graphic Organizers*  *Close reading*  Fluency  *Model tempo and rate*  Spelling  *One consonant or two*  Writing  *Word Choice*  *Description*  Grammar  *Troublesome verbs*  Lesson Vocabulary  *Antonyms*  *Context clues* | RI.5. 2  RI. 5. 5  L.5.1 d  L.5.4 a  L.5.5 c  L5.1 b  C.5.3 e | | | | I can determine the main idea and details of a text.  I can summarize the text.  I can use verb tenses correctly in writing.  I can compare and contrast the organizational structures in different texts.  I can use context clues to understand an unfamiliar word or phrase.  I can use descriptive words and details to help readers better understand a story. | | | Reading Street: *Mahalia Jackson*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Paired Reading*: “Perfect Harmony*”  Independent Reading Suggestions:  *Duke Ellington: Jazz Master* by Gene Brown  *Shout, Sister, Shout!: Ten Girl Singers Who Shaped a Century* by Roxane Orgill | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 17**  *How do artists create special effects to entertain us?*  **Skills & Strategies**  Comprehension  *Graphic sources*  *Prior knowledge*  Fluency  *Model temp and rate*  Spelling  *Prefixes un-, de-, dis-*  Writing  *Sentences*  *Expository writing*  Grammar  *Prepositions and Prepositional Phrases*  Lesson Vocabulary  *Prefixes* | RL.5. 7  RF. 5.3 a  L.5.1 a  L.5.2 e  C. 5.2.a  C.5.2.b  C.5.2.c  C.5.2.d  C.5.2.e  C.5.2.f  C.5.2.g  C.5.2.h | | | | I can analyze graphics or images and determine what they add to a text.  I can use my knowledge of letter sounds, syllables, and word parts to read unfamiliar words.  I can use affixes and roots to understand unfamiliar words.  I can write an informational text.  I can understand when and where to use conjunctions, prepositions, and interjections.  I can spell 5th grade level words correctly. | | | Reading Street: *Special Effects in Film and Television*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Paired Reading: *Searching for Animation*  Independent Reading Suggestions: *Be Water, My Friend: The Early Years of Bruce Lee* by Ken Mochizuki  *Attack of the Killer Video Book: Tips and Tricks for Young Directors* by Mark Shulman | | Multiple choice  Graphic organizers  Questioning  Constructed response  On Demand Writing  Rubric |
| **Week 18**  *How does the purpose influence the format of your writing?*  **Skills & Strategies**  **On Demand Writing**  **Informative/Explanatory** | C. 5.2.a  C.5.2.b  C.5.2.c  C.5.2.d  C.5.2.e  C.5.2.f  C.5.2.g  C.5.2.h | | | | I can write an informational text.  I can organize my writing a use text features to help readers better understand a topic.  I can use specific information such as facts, definitions, and details to support a topic.  I can use words, phrases, and clauses to connect ideas throughout my writing.  I can use specific words related to the topic to support my writing.  I can write a conclusion related to the topic.  I can use grade-level reading strategies when writing about informational texts.  I can write over different time frames for various purposes and audiences. | | | Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay | | Benchmark Assessment Unit 3  Graphic organizers  Observation  Peer Conferencing  Student/teacher conferencing  Expository/Informational Writing  Rubric |
| **Unit 4: Adapting**  ***Essential Question: How do people and animals adapt to different situations?*** | | | | | | | | | | |
| **Time** | | **Kentucky Academic Standards** | | | | **Learning Targets** | | **Suggested**  **Resources/Materials** | | **Formative/Summative**  **Assessments** |
| **Week 19**  *How do people adapt to difficult situations?*  **Skills & Strategies**  Comprehension  *Draw conclusions*  *Answer questions*  Fluency  *Model punctuation clues*  Spelling  *Words from many cultures*  Writing  *Conventions*  *Email*  Grammar  *Subject and object pronouns*  Lesson Vocabulary  *Endings*  *Word structure* | | RL.5. 1  RF.5. 3  RF.5.4  C. 5.6  L.5.3 a  L.5.3.b  L.5.4 d | | | | I can use direct evidence from a text to explain and draw inferences.  I can use word study and phonics skills to decode words.  I can comprehend while reading with accuracy and fluency.  I can use multimedia and visuals to support the main idea and themes.  I can use technology to create, publish, and show my writing. I can type at least two pages.  I can use words and phrases that show logical relationships  I can learn and use academic and subjects-specific vocabulary. | | Reading Street:*Westlandia*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading *“Under the Back Porch* and *“Keziah”*  Independent Reading Suggestions:  *An Age of Science and Revolutions, 1600-1800* by Toby E. Huff  *No Talking* by Andrew Clements | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 20**  *How do people overcome obstacles?*  **Skills & Strategies**  Comprehension  *Generalize*  *Predict*  *Close reading*  Fluency  *Model emotion*  Spelling  *Prefixes over-, sub-, super-, out-*  Writing  *Focus/ideas*  *Journal entry*  Grammar  *Pronouns and antecedents*  Lesson Vocabulary  *Unfamiliar words*  *Context clues* | | RL.5.1  L.5.4 a  L.5.4 b  RF.5.4 b  C.5.3 b  C.5.3 c | | | | I can use direct evidence from a text to explain and draw inferences.  I can use context clues to understand an unfamiliar word or phrase.  I can comprehend while reading with accuracy and fluency.  I can use multimedia and visuals to support the main idea and themes.  I can use narrative techniques to enhance the events in a story. | | Reading Street: *Tripping Over the Lunch Lady*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *Helpful Tools*  Independent Reading Suggestions:  *What’s Wrong with Timmy?* by Maria Shriver  *Sparks* by Graham McNamee | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Exit Slips  Rubric |
| **Week 21**  *How do animals adapt to survive?*  **Skills & Strategies**  Comprehension  *Graphics sources*  *Monitor and Fix up*  *Close reading*  Fluency  *Model tempo and rate*  Spelling  *Homophones*  Writing  *Word choice*  *Tell a story about an animal*  Grammar  *Possessive pronouns*  Lesson Vocabulary  *Synonyms*  *Context clues* | | RI.5. 1  RI 5.2  RI 5.4  L.5.4 a  L.5.5c  C.5.6  C. 5.7 | | | | I can use specific details to determine the theme of a text.  I can summarize the text.  I can use direct evidence from a text to explain and draw inferences.  I can use context clues to understand an unfamiliar word or phrase.  I can use specific information such as facts, definitions. And details to support a topic.  I can write for a variety of tasks, purposes and audiences. | | Reading Street: *Exploding Ants*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading  *The Creature from the Adapting Lagoon*  Independent Reading Suggestions:  *The Concise Nature Encyclopedia* by David Burnie  *Butterflies* by Gloria G. Schlaepher | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Exit Slips  Rubric |
| **Week 22**  *How do people adapt to a new school?*  **Skills & Strategies**  Comprehension  Generalize  Story structure  Close reading  Fluency  *Model tone of voice*  Spelling  *Suffixes –ible, -able*  Writing  *Voice*  *Letter of advice*  Grammar  *Indefinite and reflexive pronouns*  Lesson Vocabulary  *Unfamiliar words*  *Context clues* | | RL.5. 1  RL. 5.4  RL.5. 5  RF.5. 4b.  C.5.6  C.5.7 | | | | I can use direct evidence from a text to explain and draw inferences.  I can explain the importance of chapters, scenes, and stanzas in a text.  I can read aloud with accuracy, fluency, and expression.  I can write for a variety of tasks, purposes and audiences. | | Reading Street: *The Storm Giovanni Club*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *“Think Dress Codes Are a Drag?”*  Independent Reading Suggestions:  *Dog Sense: A Novel* by Sneed B. Collard  *No Talking* by Andrew Clements | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Exit Slips  Rubric |
| **Week 23**  *Why do people try to change themselves?*  **Skills & Strategies**  Comprehension  *Conclusions*  *Visualize*  *Close reading*  Fluency  *Model punctuation clues*  Spelling  Negative prefixes  Writing  *On Demand Writing*  Grammar  *Using who and whom*  Lesson Vocabulary  Suffixes | | RL.5. 1  RL. 5.4  RL. 5.9  L.5.4 a  RF.5. 4 b  C. 5.3.  C.5.6  C.5.7 | | | | I can use direct evidence from a text to explain and draw inferences.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can write a narrative text.  I can establish a situation, introduce characters and a narrator, and organize events in a story. | | Reading Street: *The Gymnast*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *All About Gymnastics*  Independent Reading Suggestions:  *All History of Basketball for Girls and Women: From Bloomers to Big Leagues* by Joann Lannin  *I Am Not Joey Pigza* by Jack Gantos | | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Exit Slips  Rubric |
| Week 24  *How is your style of writing influenced by purpose?*  Skills & Strategies  Compare and Contrast    Writing  Constructed Response  Grammar  Verb tense | | C. 5.6  C 5.7 | | | | I can consider the purpose and audience when writing.  I can plan, revise, and edit my writing.  I can rewrite or try a different approach if needed.  I can use evidence from various texts to support y ideas and research.  I can use grade level reading strategies when writing about fiction texts.  I can use grade-level reading strategies when writing about informational texts.  I can write over different time frames for various purposes and audiences.  I can form and use the correct verb tense.  I can compare and contrast themes and topics in stories from the same genre. | | Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay | | Benchmark Assessment Unit 4  Multiple Choice  Graphic organizers  Observation  Peer Conferencing  Student/teacher conferencing  Constructed response  Rubric |
| **Unit 5: Adventurers**  ***Essential Question: Who goes seeking adventure and why?*** | | | | | | | | | | |
| **Time** | | | **Kentucky Academic Standards** | | | **Learning Targets** | | | **Suggested**  **Resources/Materials** | Formative/Summative  Assessments |
| **Week 25**  ***How can we find adventure in ordinary events?***  **Skills & Strategies**  Comprehension  *Character and plot*  *Prior knowledge*  *Close reading*  Fluency  *Model volume*  Spelling  *Multisyllabic words*  Writing  *Focus/ideas*  *Editorial*  *On Demand Writing*  Grammar  *Contractions and negatives*  Lesson Vocabulary  *Greek and Latin roots*  *Word structure* | | | RL.5. 2.  RL.5.1  RL. 5.4  RF.5.4 b.  C. 5.6  C. 5.7 | | | I can use specific details to determine the theme of a text.  I can summarize the text.  I can use direct evidence from a text to explain and draw inferences.  I can read aloud with accuracy, fluency, and expression.  I can organize my writing with a logical progression that supports an opinion.  I can use organized facts and details to support reasons.  I can plan, revise, and edit my writing. | | | Reading Street: *The Skunk Ladder*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading  *Understanding the Banana-Mobile*  Independent Reading Suggestions:  *Storm in the Night* by Mary Stolz  *The Wise Old Woman* by Yoshika Uchida | Multiple choice  Graphic organizers  Questioning  Constructed response On Demand Writing  Weekly Selection Test  Quizzes  Exit Slips  Rubric |
| **Week 26**  *How does technology help adventurers reach new places?*  **Skills & Strategies**  Comprehension  *Graphic resources*  *Ask questions*  *Close reading*  Fluency  *Model emotion*  Spelling  *Unusual spellings*  Writing  *Word choice*  *Narrative Writing*  Grammar  *Adjectives and articles*  Lesson Vocabulary  *Unfamiliar words*  *Dictionary/glossary* | | | RI.5. 5  RI 5.4  RI. 5. 9  L. 5.3  L. 5. 4c  RF.5. 4b.  .  C. 5.3 | | | I can compare and contrast the organizational structures in different texts.  I can use information from different texts to write or talk about subjects.  I can use reference materials to learn about unfamiliar words and phrases.  I can read aloud with accuracy, fluency, and expression.  I can use multimedia and visuals to support the main idea and themes.  I can write a narrative text.  I can use correct grammar in my writing and speaking. | | | Reading Street: *The Unsinkable Wreck of the R. M. S Titanic*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *Shipwreck Season*  Independent Reading Suggestions:  *Rescues!* By Sandra Markle  *Outside and Inside Mummies* by Sandra Markle | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Exit Slips  Quizzes  Rubric |
| **Week 27**  *How does an astronaut prepare for a journey?*  **Skills & Strategies**  Comprehension  *Author’s purpose*  *Monitor and fix up*  *Close reading*  Fluency  *Model tone of voice*  Spelling  *Greek word parts*  Writing  *Sentences*  *Biographical sketch*  *On demand writing*  Grammar  *This, that, these, and those*  Lesson Vocabulary  *Multiple-meaning words*  *Context clues* | | | RI 5.8  RI 5.4  RL.5. 1  L.5.4 a  RF.5.4 b  C. 5.2 | | | I can explain how an author uses evidence and reasons to support a point in a text.  I can use direct evidence from a text to explain and draw inferences.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use specific information such as facts, definitions, and details to support a topic. | | | Reading Street: *Talk with an Astronaut*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *Women Astronauts*  Independent Reading Suggestions:  *Gus Grissom: the Tragedy of Apollo 1* by Robert Greenberger  *Larklight* byArt Mumby | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| **Week 28**  *How do we explore places underground?*  **Skills & Strategies**  Comprehension  *Cause and effect*  *Summarize*  *Close reading*  Fluency  *Model pauses*  Spelling  *Latin roots*  Writing  *Voice*  *Persuasive letter*  *On demand writing*  Grammar  *Comparative and superlative adjectives*  Lesson Vocabulary  *Unfamiliar words*  *Context clues* | | | RI.5. 5  L.5.4 a  RF.5.4b  C5.1 | | | I can compare and contrast the organizational structures in different texts.  I can summarize and explain the evidence for points that a speaker makes.  I can use context clues to understand an unfamiliar word or phrase.  I can read aloud with accuracy, fluency, and expression.  I can summarize information presented in a variety of ways.  I can write a conclusion related to an opinion. | | | Reading Street*: Journey to the Center of the Earth*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading*: Crust, Mantle, Core*  Independent Reading Suggestions:  *Dangerous Crossings* by Carole Garbuny Vogel  *Hidden Depths: Amazing Underwater Discoveries* by Tina Holdcroft | Multiple choice  Graphic organizers  Questioning  Constructed response  On Demand Writing  Weekly Selection Test  Quizzes  Exit Slips  Rubric |

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| Week 29  *What adventures helped drive westward expansion?*  Skills & Strategies  Comprehension  *Generalize*  *Graphic organizers*  *Close reading*  Fluency  *Model tone of voice*  Spelling  *Related words*  Writing  *Sentences*  Grammar  *Adverbs*  Lesson Vocabulary  *Prefixes*  *Word structure* | RI.5.2  RI.5.1  L.5.3 a  L.5.3 b  RF.5.4 b  RF. 5.4 c  R.F. 5.3 a  R.F. 5.4 c | | I can determine the main idea and details of a text.  I can summarize the text.  I can use direct evidence from a text to explain and draw inferences.  I can use affixes and roots to understand unfamiliar words.  I can read aloud with accuracy, fluency, and expression.  I can use specific information such as facts, definitions, and details to support a topic. | Reading Street: *Ghost Towns of the American West*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *Dame Shirley Goes to the Gold Rush*  Independent Reading Suggestions:  *Secrets, Lies, Gizmos, and Spies: A History of Spies and Espionage* by Janet Wyman Coleman  *Mary on Horseback* by Rosemary Wells | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| Week 30  How do we evaluate writing?  Skills & Strategies  Writing  On Demand Writing  Opinion Writing | | C.5.1 a  C.5.1 b  C.5.1 c  C.5.1 d  C.5.1 e  C.5.1 f | I can write using reasons and information to support an opinion.  I can organize my writing with a logical progression that supports an opinion.  I can use organized facts and details to support reasons.  I can use words, phrases, and clauses to connect an opinion and reasons.  I can write a conclusion related to an opinion.  I can write over different time frames for various purposes and audiences. | Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay | Benchmark Assessment Unit 5  Multiple Choice  Graphic organizers  Observation  Peer Conferencing  Student/teacher conferencing  Opinion Writing  Rubric |
| Unit 6: The Unexpected  *Essential Question: What can we learn from encounters with the unexpected?* | | | | | |
| Time | **Kentucky Academic Standards** | | **Learning Targets** | **Suggested**  **Resources/Materials** | **Formative/Summative**  **Assessments** |
| Week 31  *How can unplanned situations have positive outcomes?*  Skills & Strategies  Comprehension  *Draw conclusions*  *Visualize*  *Close reading*  Fluency  *Model characterization/dialogue*  Spelling  *Suffixes –ous, -ion, -ation,*  Writing  *Conventions*  *Expository Writing*  Grammar  *Modifiers*  Lesson Vocabulary  *Unfamiliar words*  *Dictionary/glossary* | RI. 5. 1.  RL 5.7  L 5.4c  RI 5.7  C. 5.2  L.5.2 c  RF 5.4 c | | I can use direct evidence from a text to explain and draw inferences.  I can analyze graphics or images and determine what they add to a text.  I can use reference materials to learn about unfamiliar words and phrases.  I can quickly find evidence in the text to support my thinking when answering a question or solving a problem. | Reading Street: *The Truth About Austin’s Amazing Bats*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading:  *The Eagle and the Bat*  Independent Reading Suggestions:  *Cuban Kids* by George Ancona  *Flight to Freedom* by Ana Veciana-Suarez | Multiple choice  Graphic organizers  Questioning  Constructed response  On Demand Writing  Weekly Selection Test  Exit Slips  Rubric |
| Week 32  *What unexpected effects can humans have on nature?*  Skills & Strategies  Comprehension  *Main idea*  *Text structure*  *Close reading*  Fluency  *Model punctuation clues*  Spelling  *Final syllable –ant, -ent, -ance, -ence*  Writing  *Taking notes*  *Focus/ideas*  Grammar  *Conjunctions*  Lesson Vocabulary  *Endings*  *Word structure* | RI.5. 2  RI.5. 5  RF. 5.4 c  RF 5.3a  L 5.1 e  L 5. a  L.5. b  L. 5. c  C. 5.6 | | I can compare and contrast the organizational structures in different texts.  I can compare and contrast the organizational structures in different texts.  I can use phonics skills to decode words.  I can use spelling and punctuation correctly when writing.  I can use correlative conjunctions such as either/or and neither/nor.  I can answer and ask questions and make comments that support discussion.  I can gather and summarize information and provide sources. | Reading Street: *The Mystery of Saint Matthew Island*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading:  *Get the Lead Out*  Independent Reading Suggestions:  Saving the Buffalo by Albert Marrin  *The Buffalo and the Indian: A Shared Destiny* by Dorothy Hinshaw | Multiple choice  Graphic organizers  Questioning  Constructed response  Exit Slips  Weekly Selection Test  Quizzes  Rubric |
| Week 33  *How can we learn from the results of our actions?*    Skills & Strategies  Comprehension  *Compare and contrast*  *Answer questions*  *Close reading*  Fluency  *Model rhythmic patterns of language*  Spelling  *Words with ei and ie*  Writing  *Voice*  *Humorous poem*  Grammar  *Commas*  Lesson Vocabulary  *Suffixes* | RL. 5.3  RF.5. 4 b.  W. 5. 3 b  L.5.2 a  L.5.2 b  L.5.2 c  L.5.5 a  L. 5.5 b | | I can use specific details from a text to compare and contrast characters, settings, or events.  I can ask and answer questions, and make comments that support discussion.  I can use affixes and roots to understand unfamiliar words.  I can read aloud with accuracy, fluency, and expression.  I use strategies to determine the meaning of unfamiliar words and phrases.  I can use narrative techniques to enhance the events and the characters in a story.  I can use commas correctly in the beginning of sentences. | Reading Street: *King Midas and the Golden Touch*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Paired Reading: *“Jimmy Jet and His TV Set”*  Independent Reading Suggestions:  *Fly by Night* by Frances Harginge  *The Phantom Tollbooth* by Norton Juster | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| Week 34  *How can unexpected encounters reveal hidden dangers?*  Skills & Strategies  Comprehension  *Fact and opinion*  *Ask questions*  *Close reading*  Fluency  *Model phrasing*  Spelling  *Compound words*  Writing  *Organization/paragraphs*  *Outlining*  Grammar  *Quotations and quotation marks*  Lesson Vocabulary  *Unfamiliar words*  *Context clues* | RI 5.1  L 5.2 d  L. 5.2 e | | I can use direct evidence from a text to explain and draw inferences.  I can ask and answer questions, and make comments that support discussion.  I can give a report that is clear and logically organized and includes necessary details and facts.  I can use organized facts and details to support reasons.  I can use appropriate punctuation when writing titles of works.  I can use quotation marks or italics to indicate titles of works. | Reading Street: *The Hindenburg*  Paired Reading:  *Earthquakes and Primary Sources*  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Independent Reading Suggestions:  *The Roaring 20: The First Cross-Country Air Race for Women* by Margaret Whitman Blair  *Speed Show: How NASCAR Won the Heart of America* by Dave Caldwell | Multiple choice  Graphic organizers  Questioning  Constructed response  Weekly Selection Test  Quizzes  Rubric |
| Week 35  *What unexpected influence do we have on those around us?*  Skills & Strategies  Comprehension  *Sequence*  *Prior knowledge*  *Close reading*  Fluency  *Model phrasing*  Spelling  *Easily confused words*  Writing  *Sentences*  *Informational article*  *On Demand Writing*  Grammar  *Punctuation*  Lesson Vocabulary  *Homographs*  *Context clues*  End of the Year Assessments | RL 5.2  RL 5.1  RL 5.9  C 5.7  L 5.2a  L 5. 2 b  L5.2 c | | I can use specific details to determine the theme of a text.  I can summarize the text.  I can use direct evidence from a text to explain and draw inferences.  I can summarize information presented in a variety of ways.  I can gather and summarize information and provide sources.  I can use punctuation to separate items in a series.  I can use commas when setting off introductory words, or phrases, in a sentence. | Reading Street: *Sweet Music in Harlem*  Reader Writer’s Notebook  Study Guide  Foldables  StoryWorks  ReadWorks  BrainPop  Reader Writer’s Notebook  Student Journal  Google Classroom  Simple Solutions  GUM grammar book  RACE  No Red Ink  Five Paragraph Essay  Daily Practice Work Book  Paired Reading: *Sweet Music in Harlem: Author’s Note*  Independent Reading Suggestions:  *Oprah Winfrey: Talk Show Host and Media Magnate* by Sherry Beck Paprocki  *Pass it Down: Five Picture-Book Families Make Their Mark* by Leonard S. Marcus | Benchmark Assessment Unit 6  Multiple choice  Graphic organizers  Questioning  Constructive response  On Demand Writing  KPREP Review  Rubric |
| Time | **Kentucky Academic Standards** | | **Learning Targets** | **Suggested**  **Resources/Materials** | **Formative/Summative**  **Assessments** |
| Weeks 36  Skills & Strategies  End of the Year Assessments | RL.10  RI. 10  W. 5.2  RI.5. 10  W 5.10 | | I can read and comprehend grade-level fiction texts.  I can write an informational text.  I can organize my writing and use text features to help readers better understand.  I can read and comprehend grade-level informational texts. |  | Multiple choice  Graphic organizers  Constructive response  On Demand Writing |